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ABSTRACT

This workbook presents the essential principles of successful marketing and applies the proven strategies used by the private sector to attract customers for their products to the recruitment of clients for employment and training programs. It also provides the tools and how-to's to develop recruitment strategies. Informative materials, lists of guidelines or ideas, checklists, and some completion exercises are provided for the following topics: understanding marketing principles; promotion tactics; brochures, flyers, and posters; direct mail; other media; third-party recruiters; and recruitment tips. A final section describes more publications and seminars offered by the Center for Community Futures. (YLB)

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RECRUITMENT

Getting Customers

for

Employment and Training Programs

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RECRUITMENT!

...Finding Customers for Employment and Training Programs

by Greg Newton, Senior Associate,

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RECRUITMENT!
Finding Customers for Employment and Training Programs

This workbook has three purposes:

1. To present the essential principles of successful marketing and to apply the proven strategies used by the private-sector to attract customers for their products, to the recruitment of clients for employment and training programs.

2. To provide the tools and how to's for you to develop recruitment strategies that work and help you meet your goals.

3. To share what has worked for others.

The first principle of any succesful business is to:

Create--Find--and--Maintain CUSTOMERS.

This is a workbook to help you do just that!

This is one workbook from the Marketing Your Employment and Training Programs series. Others in this series are:

* Marketing Magic for Employment and Training Programs... Many Markets, Many Products, Many Opportunities.

* Placement!... Selling to Businesses.

* A Brochure Clinic... Marketing Materials that Work.

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RECRUITMENT!
Finding Customers for Employment and Training Programs

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RECRUITMENT:

I. UNDERSTANDING MARKETING PRINCIPLES

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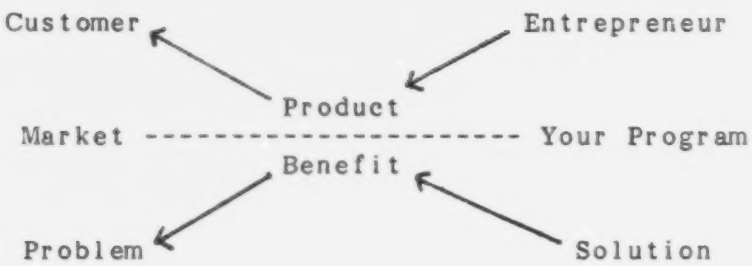
TWO DEFINITIONS OF MARKETING

A formal one:

The analysis, planning implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (Kotler, Marketing for Nonprofit Organizations.)

A simple one:

Solving someone else's problem.



Marketing Is Solving Someone Else's Problem

The Entrepreneur (the Agency) identifies:

...the customer's problem and

...produces a product (service) that solves that problem, and

...the customer recognizes that it is a solution, because

...the entrepreneur has communicated the benefits of the product,

...so, the customer buys the product at the price to be paid.

Two Things to Remember:

1. When we buy products - we're buying solutions to our problems.

2. People cannot be recruited, unless they believe your training programs will solve their problems.

THE FIVE P'S OF MARKETING

1. Publics -- the WHO.
2. Product -- the WHAT.
3. Price -- the HOW MUCH.
4. Place -- the WHERE and WHEN.
5. Promotion -- the WHY BUY.

Successful recruitment requires attention to all of the five P's.

1. PROMOTION IS LAST...not first. You can have perfect promotion and if the targeted public is wrong, the product is poor and/or nonresponsive, the price too high (or the benefits too low), and the place of distribution (including timing) is inconvenient -- you will have poor sales -- even if they frame your brochure!

2. MARKETING IS MORE THAN A PRETTY BROCHURE AND AN ANNUAL REPORT!

3. It BEGINS WITH THE CUSTOMER...and not with the seller! It's not what you're selling, but what they're buying. Listening to the customer means putting yourself in your customer's shoes, seeing the world through his/her needs and problems.

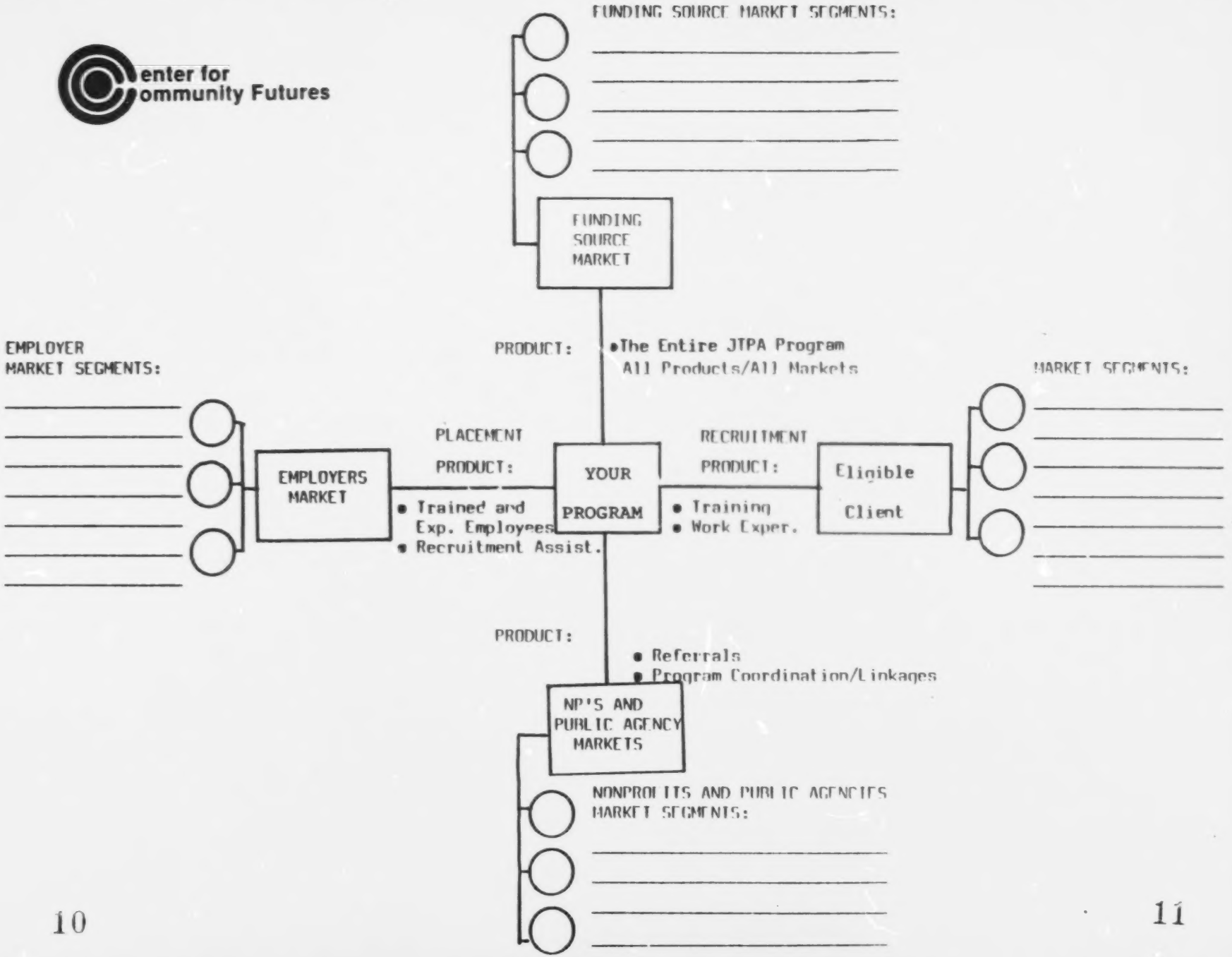
4. When you have TOO FEW CUSTOMERS, it is, unfortunately, YOUR FAULT. You will need to change one of the five P's to attract more customers... because it is unlikely that you can change the customer's preferences to meet your needs.

5. Marketing begins with the CUSTOMERS NEEDS, WANTS, AND HABITS:

   ...that leads to the development of a responsive product,
   ...that will be priced right,
   ...that will be easy to buy,
   ...that will be communicated to the customer in a method where it can be heard in the customer's terms.

6. MARKETING IS EVERYBODY'S JOB IN THE AGENCY... from the receptionist (your customer contact representative) to the executive (who plots and implements market strategy) to the program staff (who produce and, many times, sell the product). Everyone defines the product and makes it either attractive or unattractive to buy.

7. MARKETING, like everything, COSTS MONEY... BUT NOT NECESSARILY A LOT... OR EVEN MORE THAN YOU'RE SPENDING NOW. Spending your limited marketing dollars strategically is the key.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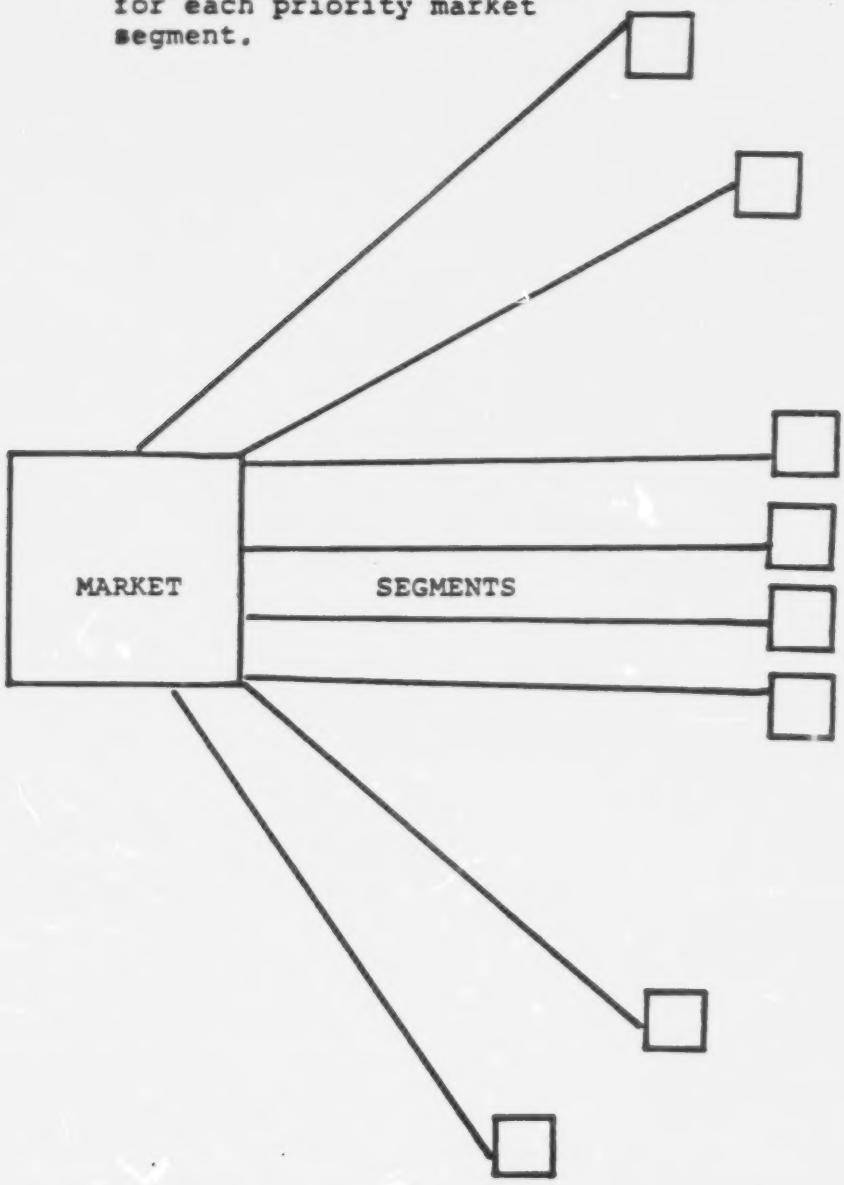
FUNDING SOURCE MARKET SEGMENTS:
FUNDING SOURCE MARKET
PRODUCT:
•The Entire JTPA Program
All Products/All Markets
EMPLOYER MARKET SEGMENTS:
EMPLOYERS MARKET
PLACEMENT PRODUCT:
• Trained and Exp. Employees
• Recruitment Assist.
YOUR PROGRAM
RECRUITMENT PRODUCT:
• Training
• Work Exper.
Eligible Client
MARKET SEGMENTS:
PRODUCT:
• Referrals
• Program Coordination/Linkages
NP'S AND PUBLIC AGENCY MARKETS
NONPROFITS AND PUBLIC AGENCIES MARKET SEGMENTS:

PUBLICS: SEGMENTING AND TARGETING YOUR MARKETS...

1. The WHO in the major market are really not homogeneous... age, size, demand and need, sex, values, and many others.

2. Again, each market segment will buy a different product for a different reason. A separate marketing strategy will be needed for each priority market segment.



THEN TARGET!

3. After segmenting your major market, the next step is to set priorities----TARGET MARKETING. (Which market segments will be your priority customers?)

4. Target marketing means different benefit emphasis and choice of communication methods---go where the customers are and solve their unique problems.

CHOOSING YOUR PRIORITY AND TARGET MARKETS FOR YOUR PROGRAMS

1. Use criteria such as these for determing your target market for your recruitment efforts:

   * Who is most likely to be eligible?

   * Who is most likely to be able to be reached?

   * Who is most likely to be interested in what you have to offer?

   * Who will be most able to be served within the context of your program design?

   * Who is most likely to mean success in your other primary market -- job placement with employers?

   * Who is it that best fits with the mission of your program?

   * Who will mean that other resources will be available in the community to assist you in training and placement?

2. After deciding who will be your target market segments, you can plan to reach them by:

   * MEDIA - Choose the recruitment media that is most appropriate to that target market -- Where do they go? What do they read? When can they best be contacted?

   * MESSAGE - Choose the benefits of your program that will solve the particular problems of the target market; communicate your program in the target customer's terms.

   * METHODS - Design and modify programs to meet the specific training needs/preferences of that market segment (e.g., length of training; type of assistance -- job search, classroom, work experience, on-the-job training; location of training; level of needs-based payments and supportive services; linkages with other programs and agencies targeting that market segment.)

MARKETING RESEARCH OPTIONS

1. Be your own customer... "shop your own store".

2. Use your current customers as a research sample.

3. Use focus groups. Ask potential customers that represent your target market about your product, your price, your place, and your promotion.

4. Evaluate current efforts and modify for increased effectiveness.

5. Demographic statistics prepared by others.

6. Questionnaires and Surveys... by mail, in publications, in your office waiting room, on the street, door to door, at tables in areas heavily trafficked by your target market. Use your surveys as promotional tools, as well as information collection tools.

7. Use what is effective for your competitors. (How does the private sector sell similar products to similar target markets?)

THE ELEMENTS OF A CUSTOMER PROFILE STATEMENT

Can you describe your targeted customer in less than four sentences? Can you answer the following questions?

* Who are these persons?

* Where are they located?

* What are their problems?

* What are the benefits of your product that will solve their problems?

* What does their typical day look like -- what do they read, what do they watch, where do they go?

* How are they most likely to buy and where?

* What are the costs to them to buy the product? Do the benefits outweigh their costs?

* Do they <u>want</u> the product or do they <u>need</u> the product? (Needs outpull wants; the price for a <u>needed</u> product can be higher than for a <u>wanted</u> product).

* How many of them are there?

If you can't describe your desired customers - you won't be able to find them.

ONE OF THE FIVE P'S OF MARKETING -- PRICE

Price can be thought of as costs to the customer:

1. Direct Dollar Costs. Most of our services are without direct dollar cost to the customer, i.e., FREE.

2. Indirect Dollar Costs. Costs incurred by the customer to buy the product; for example: in recruitment, transportation, loss of income during training period, day care, and others.

3. Intangible Costs; for example: time, risk, personal information to be revealed, and others.

The decision to buy is a rational decision.

1. It has two elements -- customer perceived cost and customer perceived value/benefit:

$$\frac{\text{Price}}{\text{Value/Benefit}} = \text{Customer Cost}$$

2. When price exceeds value to the customer, the cost is too high, and the customer does not buy:

$$\frac{\text{Price} = 100}{\text{Value} = 90} = \text{Customer Cost of } 1.11$$

3. When value to the customer exceeds price, the cost is low, and the customer buys:

$$\frac{\text{Price} = 100}{\text{Value} = 110} = \text{Customer Cost of } .90$$

We can increase sales (recruitment) either by:

1. Lowering Price -- including all of the direct, indirect, and intangible costs incurred by the potential customer; or

2. Increasing Value/Benefit -- through changing the product or better communicating the benefits in relationship to price.

The ways to decrease price in recruitment includes:

1. Needs based payments.
2. Shorter training periods.
3. Providing supportive services, such as day care and transportation.
4. Confidentiality.
5. Many others, depending on the price to the target market.

The ways to increase value in recruitment includes:

1. Higher wage placements.
2. Communicating all of the benefits clearly.

ONE OF THE FIVE P'S OF MARKETING -- PLACE

Think of Place as distribution, as access, and as a place in time, as well as a physical place.

Three Primary Points of Entry for Potential Customer

1. Telephone.
2. Walk-ins.
3. Outstationed offices/locations.

Physical Place Considerations

1. Location.
2. Accessibility.
3. Sign.
4. Parking.
5. Mass transit availability.
6. Appearance of office.
7. Waiting time.
8. Receptionist.
9. Appointments.
10. Attitude.
11. Hours open.
12. Comfort.

THE SALES PROCESS SHOULD BEGIN THE MINUTE THE POTENTIAL CUSTOMER WALKS-IN TO THE OFFICE:

CAPTURE WAITING TIME AS SALES TIME. The customer's decision process begins before he/she has met with anyone.

Some possible waiting room sales strategies:

1. Reading material relevant to product being sold.

2. Reading material not related to product, provides person waiting with clues to the values of the seller of the product.

3. Look organized. It builds confidence in the quality of the product.

4. The receptionist needs to be warm and welcoming. Mr./Ms. is an appropriate address. Trained to answer questions correctly. Looks busy.

5. Posters on wall that sells benefits. Pictures of previous customers.

6. Give them a survey or personal preference test while they're waiting to encourage the thought process to begin before the meeting.

7. Videotapes of interviews with those who have been recruited and found success.

THIRTEEN WAYS TO USE YOUR TELEPHONE TO INCREASE RECRUITMENT

1. Use telemarketing in conjunction with your promotion materials.

Publicize your number. If it's toll-free, say so. Include "return this coupon for more information" response cards in your brochures and mailings; follow-up by phone to these interested and potential recruits.

2. Request an 800 number that is easy to remember.

Choose your toll-free number carefully. It must be easy to remember, in case the potential recruit is not able to write it down. Use telephone numbers that spell out your program or its purposes; for example: 1-800-JOB-HUNT. If you use letters, also include the actual numbers to ensure clarity.

3. Assign a specific staff person/s to be in charge of your recruitment-by-phone marketing effort.

Have a script for outgoing marketing calls; have a standard response for incoming calls. Choose the person for their telephone skills -- pleasant voice, genuine warmth and interest, and patience. Train your telephone staff -- they are the point of entry for your potential customer.

4. Keep records of your telephone calls for marketing research and customer follow-up.

Who called? Where did they hear about your program? When did they call? What prompted them to call? Always ask marketing research questions at the end of a potential recruit's telephone call -- analyze -- further target your marketing effort. Follow-up telephone calls with a post card and reminder. Always do more of what is working... and stop doing what isn't working.

5. Test your marketing strategies and materials effectiveness by keying your responses.

If you have more than one telephone line, use different telephone numbers on different marketing materials to determine which has the most response. Put different department numbers on direct mail response cards, to determine which letter has the greatest "pull". Do more of what works best.

6. Say "who" they should call.

Always include the specific name with your telephone number. Ask for "Ms./Mr. XXX". It is easier to call when you know who to ask for.

7. Get an answering machine.

Be open 24 hours a day. Potential recruits may read your marketing materials outside of the 9 to 5 time period. You must provide an opportunity for your target group to make contact when they are motivated or they may not call back. Reduce the number of hang-ups by reducing the time before the caller can leave a message.

8. Make it a "JOB HOTLINE".

This publicizes your telemarketing campaign positively.

9. Refer those not "qualified" for your program.

Be prepared to refer interested individuals that are not eligible for your program to other programs. If you help them, they will help with recruiting others that may be eligible. Word-of-mouth can be positive -- "Call them and they will help", or negative -- "I called them and they didn't get me a job."

10. Ensure that other information and referral telephone services know about your program.

Many communities have information and referral telephone directories and programs. Do they know about your program? Are you listed? Is the information up to date? Have you talked to them recently to remind them of your program and its benefits?

11. Get listed in the telephone directory.

How are you listed? Is it easy for the prospective customer to find your telephone number? Do individual programs have separate listings? Does your organization's name communicate that you find jobs for people? Are you in the yellow pages... under "Employment Agencies"?

12. Consider telemarketing partnerships.

Join with other neighboring employment and training agencies to finance a broader telephone marketing effort for a broader geographic area. Share the costs... share the benefits.

13. Read a book on private sector telemarketing strategies and how to make "cold sale" calls.

Telemarketing is a growth industry and there are many excellent books on the state-of-the-art practices and how-to's on using sales by phone strategies. Read one! Call persons in target neighborhoods that are likely to be eligible... write a script... and qualify potential buyers, i.e., recruits.

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RECRUITMENT:

II. PROMOTION TACTICS

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ONE OF THE FIVE P'S OF MARKETING -- PROMOTION

This is ONE MAJOR RULE to always keep in mind when developing promotion materials for your program:

SELL THE BENEFITS ------ AND NOT THE FEATURES

What are FEATURES?

* A description of the product.
* A description of how the product was made.
* A description of how the organization is funded.
* A description of organizational activities.
* A description of organizational staff members.

THE FOCUS OF THE FEATURES DESCRIPTION IS THE ORGANIZATION!

What are BENEFITS?

* A description of how the customer will benefit from using the product.
* A description of how the product will solve the customer's problem.
* A description of the unique opportunity (in relationship to competitors) that your product provides the customer.
* A description of the results that can be expected by the customer when they use your product.

THE FOCUS OF THE BENEFITS DESCRIPTION IS THE CUSTOMER!

Quotes to keep in mind:

"In the factory we make cosmetics, in the store we sell hope!" ---Charles Revlon, Revlon Cosmetics.

* Cosmetics are the features -- and hope (!) is the benefit.

"Two stonecutters were working on the reconstruction of St. Paul's in London when Sir Christopher Wren asked each what he was doing. The first replied, "I am cutting stone." The second answered, "I am building a cathedral."

* Cutting stone is a feature -- and the cathedral is the benefit.

PEOPLE BUY PRODUCTS BECAUSE OF THEIR SELF-INTEREST,
NOT INTEREST IN YOU OR YOUR ORGANIZATION!

THE BENEFIT STATEMENT:
Answering the Question -- "What's In It For Me?"

The benefit statement provides the reasons why your customer should buy your product and how it will solve the customer's problem.

Your employment and training program benefit statement must provide the target market clients with reasons for signing up and how it will benefit them.

The BENEFIT STATEMENT is the key to all of your recruitment marketing materials -- brochures, advertisements, media announcements, and personal sales. The benefit statement also is crucial to your recruitment marketing strategy development -- thinking about what the "benefits" your program provides to your customers gives you clues to your marketing weaknesses and strengths.

Finally, your benefit statement should be an integral part of your staff and co-worker orientation and training; they are your salespersons and they must understand and believe the "pitch".

THINK ABOUT THESE ITEMS IN YOUR BENEFIT STATEMENT:

1. First, you must DECIDE WHO THE IDEAL CUSTOMER IS (i.e., the the ideal recruit) for each particular program. Who are they? What are their problems? What are their needs and interests? If you can't describe them in three sentences -- you probably can't reach them or find them! Put yourself in the ideal customer's shoes and write from their perspective. What words would they use? What will attract and arouse their interest?

2. Get the TARGET CUSTOMER'S ATTENTION! Remember, there is always competition for attention, and your customer has many, many people who want their attention!

3. State and identify with the CUSTOMER'S PROBLEM. The first question we ask when we see an advertisement is -- "Is this for me?" If it is not, we move on!

4. Lead with the PRIMARY BENEFIT of your program that will solve the customer's problem. The first line is the most important line... don't lose it with trivia. People decide within seconds whether to read on... and then scan information -- not read every detail.

5. Use BENEFITS, MORE BENEFITS, AND MORE BENEFITS.

6. Establish CREDIBILITY. Use success stories, peer quotes, facts.

7. Provide SPECIFIC BUYING INSTRUCTIONS. You must tell people what you want them to do!

THE FOUR CRITICAL STEPS FROM CONTACT TO SALE

1. PROMOTE YOUR PRODUCT.

2. QUALIFY YOUR BUYER.

The potential recruit must take an action to prove that they are not only eligible... but also likely to actually sign up. Qualifying the buyer is important, so that you can spend your limited time and resources only on those customers that are most likely to say YES.

3. FOLLOW-UP ON YOUR QUALIFIED BUYER.

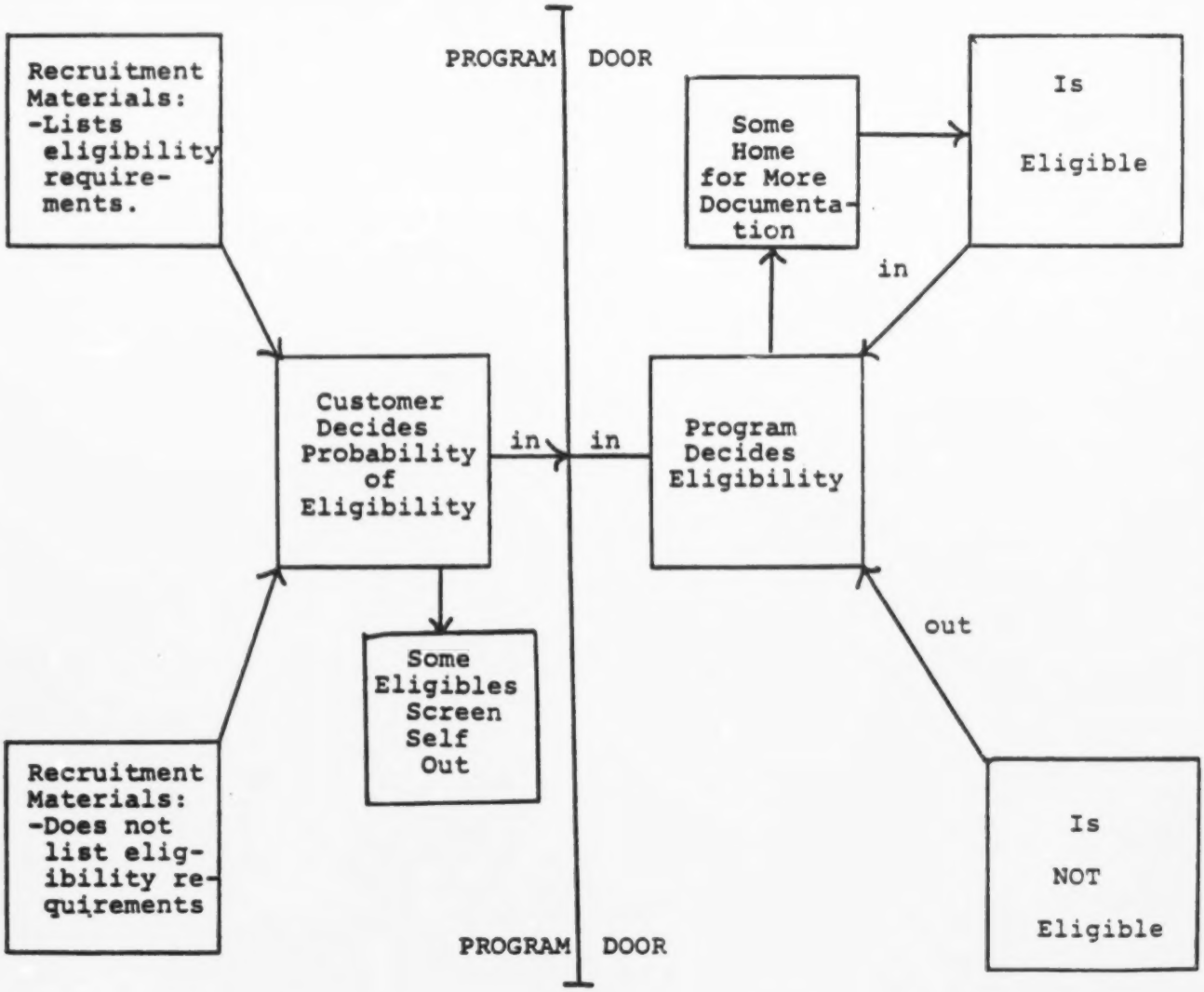
Follow-up by phone. Follow-up by mail. Follow-up in person. Always spend more time in making the sale to those who have previously shown interest than finding new customers. You will get more return from working with qualified customers than reaching a broader market of those who have not been qualified.

4. MAKE THE SALE.

Provide the benefits that will be received by the buy. Overcome the personal objections and obstacles to the buy. Ask for the sale again... and again... and again. People almost never buy the first time.

RECRUITMENT: REGULATING YOUR CUSTOMER FLOW...

WHEN DO YOU SCREEN FOR ELIGIBILITY?



WE CAN:

1. Increase numbers coming through the door by not shifting the decision of eligibility to the customers or making it difficult to come through the door.

2. Decrease the raw numbers coming through the door, but increase the likelihood of eligibility by highlighting the requirements.

Regulating Your Customer Flow

You can reduce the numbers of persons coming through your door by:

1. Providing specific eligibility requirements.

2. Listing all of the documents the customer must bring to verify eligibility.

You can increase the numbers of persons coming through your door by:

1. Not listing eligibility requirements.

2. Not listing documents required to verify income/status.

When you list requirements:

1. You probably cannot list all of the ways a person may be eligible, or all of the differing eligibility requirements for different programs that a person may qualify for.

2. You shift the decision making (at least initially) to the customer, and may have some screen themselves out (when he/she may be eligible) or decide not to come in because they can't find all of the required documents.

3. However, when you list eligibility requirements, the persons that do come in are more likely to be eligible and ready to enter at that time... but the raw numbers will be reduced.

When you don't list requirements:

1. Your intake workers have more persons to screen for eligibility, increasing their work load.

2. You may lose customers who you have to send home for more documentation.

3. Some people may be dissatisfied (negatively affecting your public image) when you tell them they are not eligible for your services.

Some strategies and issues to consider in making your choice:

1. If recruitment is a problem, can you afford to have any potential customers screen themselves out when they are eligible?

2. If you have sales as part of your screening process, won't most return with the needed documentation? Can you have them call first, and then follow-up by mail with what they are to bring? If they won't bring documents back, will they stay in the training program?

3. Can you develop strategies for meeting the needs of ineligibles so they will not be dissatisfied? (e.g., referrals, premiums, or program expansion options.)

COMMUNICATING ELIGIBILITY -- THE ISSUES

1. Eligibility is a complicated issue -- there are many ways to be eligible for programs. If you list them all, the marketing materials for recruitment will be very crowded, very dull, and probably very confusing. Different target groups have different eligibility potential, and general recruitment posters cannot take into account all of the possibilities. Can you afford to have potential clients screen themselves out, when they are, in fact, eligible?

2. Do your intake workers know all of the ways to make someone eligible? Do they spend time exploring the multitude of options? (For example, everyone on food stamps is automatically eligible; eligibility guidelines for food stamps is often higher than the employment and training income guidelines; can you help someone receive food stamps so he/she can participate in the employment and training program?)

3. At the initial visit, do your intake workers share with the prospective client the full spectrum of eligibility opportunities? The recruit may find an eligibility window that you cannot.

4. Are some recruits not eligible now -- but will be in the future? For example, are they 54 years old, but in two-months will be 55 and will then be eligible for the older workers set-aside program? Will their income be low enough in a few months, if not now? For those in the "will be eligible" category, keep a file with name and address by "date will be eligible" and notify them by postcard/phone that they should return for redetermination. Review your ineligible file frequently for clients. You know they are interested (...a "qualified customer") and as situations change, they may be able to enroll.

5. Do you communicate that eligibility for the program is an opportunity and that not everyone will be able to participate? "You may be eligible for..." is a very different statement than "You must meet the following income guidelines." One communicates opportunity, and one communicates negative self images. Communicate eligibility as being among the chosen, an opportunity that is not available to everyone.

6. Do you first sell the benefits of the program, and then raise eligibility and eligibility verification issues? Opportunity should be presented first -- people must decide to buy, before price is discussed. Too much paperwork and too much private information disclosure before appreciating the value of the program and benefits for participation, can lead to people buying-out, when otherwise they might buy-in.

COMMUNICATING THE VALUE OF YOUR PRODUCT TO THE CUSTOMER

1. Which of these statements indicate exclusivity?

   a) "Applicant must meet low-income eligibility guidelines..."

   - or -

   b) "You may be eligible for..."

The b) statement says that this program is not for everyone... but it may be for you. "Not everyone will have this opportunity." The a) statement requires you to admit low income status and some people (wrongfully) assume that if it is for those of low-incomes, it may not be of high quality.

2. Which of these statements communicate high product value?

   a) "Free job training services..."

   - or -

   b) "At no cost to you..."

   - or -

   c) "Training valued at $$$... and at no cost to you."

Think about the a) statement; what do you think of when you hear the word FREE?... low quality, not worth anything, must be a gimmick. Also, "if it was free... there is no problem if I drop out of training." FREE is a powerful sales word, but has its limitations.

Statement b) is better... it does indicate that there is a cost (i.e., value)... but doesn't cost the buyer.

In statement c), we show the value... encouraging the buyer to know the value of what is being offered.

QUESTION: What's in a name?

ANSWER: Market messages.

1. The name is part of packaging. Name communicates whether or not the product "is for me."

2. The name of the product can communicate the benefit. For example, what does "Ivory Snow" say the benefit is of using the soap? Gentle, soft... "99 and 44/100% pure.

3. Does the name force the customer to accept an unwanted self-identity to buy it? For example, do I want to be older to buy a product from an older worker program?; do I want to be economically disadvantaged to buy a low-income training program?

4. Is it easy to remember... or just a jumble of letters with too many words?

5. What is the reputation that is associated with the brand-name?

6. What do you call your staff members in your communications with your markets? For example, which of the following will market better?

Employment and Training Jargon?		"Customer Benefit Titles"?
Job Developer ----------	or	Human Resource Specialist
Job Developer ----------	or	Business Account Representative
Assessment Counselor ---	or	Job Search Counselor
Placement ----------	or	Job Finding

7. Can you select sub-program names to provide separate identity for separate products for the separate target markets? Can you think of the agency as a whole, as a conglomerate that is composed of many separate "businesses"?

8. Do you have a logo that communicates your name in a positive way?

9. Do your marketing materials use your name in a consistent manner?

CONVINCING THE CUSTOMER:
9 Ways to Give Credibility to Your Claims.

1. Use numbers -- people believe numbers, and they believe odd numbers more than even numbers.

2. Use dollars -- with cents.

3. Use specifics -- Thoreau: "A wise man recognizes the convenience of a general statement, but he bows to the authority of a particular fact."

4. Use lists -- and number them; this list is an example!

5. Use quotes -- with names and "addresses", i.e., city and state -- and lists of satisfied customers.

6. Use success stories -- one-paragraph anecdotes that show the disappointing "before" and the successful "after".

7. Use pictures of peers -- with smiles, success, names, and quotes.

8. Use guarantees -- "If we can't back up our claims, we will..."

9. Use your credentials -- length of service, program performance, reputation, recognition.

What can we "steal" from this private-sector subway poster?

Do you see an employment and training program here?

WHERE MORE AMERICANS FIND BIGGER REFUNDS.

WE FOUND JANIS JONES $318.43!

We can't promise everyone this, but in a recent survey of customers, 3 out of 4 believe they got a bigger refund than if they did their own taxes. 3 out of 4.

WHAT CAN WE FIND FOR YOU?

CALL: H.R. BLOCK AT (###) ###-####.

FIRST: What are they selling? Having someone else do your taxes offers many benefits -- why did they choose this one?

THEN: What makes it an effective sales poster?

1.

2.

3.

4.

5.

6.

NEXT: Using this poster as an example, what would an employment and training poster look like that took this approach? How can this one be modified by changing the product and keeping what makes it most effective?

Center for Community Futures

RECRUITMENT:

III. BROCHURES, FLYERS, AND POSTERS

3032 Claremont Ave. • Berkeley CA 94705 • (415) 654-9036
Mailing address: PO Box 5309 • Elmwood Station • Berkeley CA 94705

WHICH DO YOU ADVERTISE -- THE AGENCY OR THE SPECIFIC PROGRAM?

Advertising the Agency:

This can be thought of as "brand name" advertising which has as its purpose the building of the agency reputation and goodwill. It is in the interest of the agency as a whole, and serves as a back drop for specific program advertising. It sells a concept, and not a product.

It is most useful in:

a. Fundraising -- marketing to funding sources.
b. Building community identity and support.
c. Long-term positioning in the marketplace.
d. Giving credibility to specific product lines.
e. Providing internal agency commitment and cohesion.
f. Maintaining political support.

Advertising the Product:

This is advertising that sells a particular program or specific program activity. It has as its purpose the selling of a single product and emphasizes the value/benefit of that product to an identified customer group.

It is most useful in:

a. Recruiting customers for your program.
b. Recruiting customers for a particular kind of training.
c. Identifying employers who want to hire a particular target group or persons with specific training and skills.
d. Maximizing a program's performance.
e. Clarifying for the customer the specific benefits in buying.
f. Targeting the message and choice of media.

Considerations in finding the right mix for your advertising:

1. Put your emphasis on where the greatest marketing problem is.

2. Emphasis can shift over time - in the beginning, it may have made sense to market the agency; it may make sense now to market specific products to meet recruitment goals.

3. Combine the two approaches with care... general agency themes and specific product sales.

4. Use the appropriate advertising for the market you are targeting.

EIGHTEEN QUESTIONS TO ASK YOURSELF ABOUT YOUR BROCHURES

1. Can you easily identify who the brochure is for?
2. Does it identify with the targeted customer's problem?
3. Does it provide a solution to the problem?
4. Does it sell the benefits and not the features?
5. Does it have a teaser that leads you to want to read it?
6. Are the lead benefits listed first?
7. Is it believable?
8. Is it positive?
9. Is it easy to read?
10. Is it attractive?
11. Does it look uncrowded and have sufficient white space?
12. Does it have pictures and are they congruent with the targeted market?
13. Does it avoid jargon and acronyms and is it presented in every-day language usage? Does it talk like the customer talks?
14. Does it provide a clear call for action and specific steps for the customer to buy?
15. Is the size and style of type used easy to read?
16. Does it include the names of persons to telephone and a clear indication of the telephone number?
17. Does it use "peer stories", "quotes", and/or effective use of numbers?
18. Does it flow from section to section?

EIGHT COMMON MISTAKES IN EMPLOYMENT AND TRAINING MARKETING MATERIALS

1. Describing the agency... and not the product you are selling.

2. Does not identify who the customer is.

3. Writing in jargon and not in the customer's language. (To sell Jill Jones what Jill Jones buys, you've got to see the world through Jill Jones eyes.)

4. Sells the features... and not the benefits.

5. Too many details... too few credibility-building specifics.

6. Not selling what the customer is buying. (e.g., selling "training" and not selling "jobs" and "paychecks".)

7. Lack of specific action steps the customer must take to buy.

8. Talking about how the agency is funded.

TEN THINGS TO REMEMBER IN WRITING A GOOD HEADLINE FOR YOUR POSTERS AND BROCHURES

People read headlines when...

1. It appeals to their self-interest. It is a benefit statement.

2. It arouses their curiosity. "How can that be?" "What do they mean by that?"

3. It makes the customer believe it is for him or her. The first question we ask is, "is this for me?"

4. It is simple and easy to understand. Use everyday terms and words -- write the way we talk, not the way we were taught to write.

5. It is news. New... Announcing... For the First Time... Introducing...

6. It is believable. "The customer is not a moron.. he/she is a friend." -- David Ogilvy, advertising whiz.

7. It promises quick results. "You can lose 18 pounds in 2 weeks!" (Or, "you can find a job in four weeks paying over $5.50 per hour.)

8. It is specific. That's what makes it interesting and believable. The more specific you are in your headline, the more selective you are in choosing your audience.

9. It offers something of value.... usually at a low cost.

10. It is something everyone... that is anyone... is doing. We want to know that buying this product or service is an acceptable and desirable behavior.

Which of these headlines do you like?

"Last month, 86 persons just like you found jobs paying over $6.50 an hour."

"Are you under 22, looking for work, and like to find a job with a salary today... and a career tomorrow?"

"You may be eligible for job training valued at $1,662.00 at no cost to you... 488 other people have."

HOW TO CUT THE COSTS OF YOUR ADS AND BROCHURES

A. Get an "executive loan" that has experience in marketing and advertising... work through your Private Industry Council.

B. Look for in-kind services... always ask for a reduced price or a donation.

C. Take at least three bids on all printing services.

D. Barter for services.

E. Use Interns from local colleges and universities.

F. Use volunteers from local volunteer programs.

G. Reduce color and off-size paper usage to reduce printing costs; reduce weight of paper.

H. Use Public Service Announcements.

I. Use letters to the editor as a publicity medium.

J. Use the printing services of trade and vocational schools.

K. Bulk-buy time with other programs and agencies.

L. Use your photocopy machine for small print runs.

M. Buy an electronic stencilling machine when you have access to a mimeograph.

N. Identify cost break points for mimeographing, photocopying, and printing... use whatever is cheapest.

O. Remember that targeted approaches are more effective than mass marketing.

P. Where you place the information is as important as the appearance of the information.

Q. Underwrite the cost of brochures through selling ad space and/or giving credit for a donation to print the brochure; make sure sponsor is favorably related to product.

R. Use effective materials again and again... save on design costs. (The reason they may look "old hat" to you is that you see them every day.)

S. Stop using what is not working. Measure response and evaluate.

Center for Community Futures

RECRUITMENT:

IV. DIRECT MAIL

3032 Claremont Ave. • Berkeley CA 94705 • (415) 654-9036
Mailing address: PO Box 5309 • Elmwood Station • Berkeley CA 94705

WHAT IS THERE TO LEARN FROM JUNK MAIL

Direct mail is a recruitment strategy that is being used by a number of local programs with success. The direct mail letter is the key to the number of responses you will get. Private-sector mail houses have conducted considerable research in what brings response. Use your junk mail as a model for your recruitment letters.

The letter could look like this:

Date: (Personal letter format.)

Dear (Target Market - the role in which you are receiving this letter.)

GRABBER: Why you should pay attention to this product... a problem it will solve... a situation that you have been in... an apparent contradiction to whet your curiosity... it's new... a provocative question... a play on words. The most important part of the letter because it must lead you to reading the rest of it. Sometimes, the "grabber" is a headline at the top of the letter because it is so critical.

LEAD BENEFIT PARAGRAPH: The primary reason you will benefit from this product. Many readers will stop after this paragraph and begin reading the letter backwards... looking for the bottom line offer... the next step being the P.S.

OTHER BENEFIT PARAGRAPHS: As many potential benefits as possible are squeezed into these paragraphs. Frequently, letters are long because only a few people will buy, but those who will buy want as much information as possible.

TESTIMONIALS: Since you will not have the opportunity to see this product before you purchase it, you must have assurances that it is a quality product... testimonials and GUARANTEES: "What others say about our product..." "satisfaction guaranteed or you money back..." Some seek credibility by stating who has previously bought the product. Use the CREDENTIALS of the organization that has bought the product before to legitimize the purchase decision.

SUMMARY BENEFIT STATEMENT: Reminder to you of the lead benefit you will receive. Many readers will reach this statement as they begin reading the letter backwards.

SPECIFIC ACTION REQUIRED: The "botton line" offer and what you must specifically do to buy the product. Closing the sale requires that the customer be asked to buy and making the buy easy. Sometimes "easy" is defined as financing, simplicity in ordering, and again, a money-back guarantee. Readers could be reading up the letter.

Sincerely,

Personal Signature (to this very personal letter.)

P.S.

The most frequently read paragraph after the first paragraph. The final chance... a free gift... a guarantee... a lead benefit, and a power point in the sale.

DIRECT MAIL TIPS

1. The envelope:

   a. Make it personal: A 22 cent stamp. Mailing label distracts from personal. A person's name on the return address. A "greeting card" envelope.

   b. Make it very nonpersonal: Oversized envelope. Bulk postage mailing rate. Teaser on front of envelope that will lead the prospect into the package. Color printing on the envelope.

2. The weight of the package:

   a. Use the full ounce.

   b. Reduce weight of brochure and letter paper to permit more inserts per mail package.

3. The basic mail package should include:

   a. A letter.

   b. A brochure.

   c. A response card.

   d. An extra insert to pull response; for example: newspaper clipping. A series of quotes from satisfied customers. A "note" from the mayor, a peer, a program director, a community celebrity. A bulletin/flash on a special opportunity, with a rush date... "if you act now."

4. The letter:

   a. Very personal -- typewritten.

   b. Always use a date: Make sure the date shown is about three days after the mailing date... keep it current.

   c. The letter must elicit reaction in 10 to 20 seconds or it will not be read. The first ten words count more than all of the rest.

   d. First Paragraph: Short sentences. Short paragraphs. Tactics: Entice. Show benefit. News. Facts and fantasies. Questions. Challenge. Money is a lead attention getter. Fear leads to more responses than promises of opportunity.

4. The Letter (continued)

e. For every one "I", use at least three "you's". The focus is on the reader's problems, the reader's needs, the product's benefit to the reader.

f. Use headlines, subheads, underlines, numbered lists, off-margin paragraphs, bulletins, asterisks, exclamation points. Short, choppy style. Remember the letter will be skimmed more frequently than it will be read in toto.

g. Scribbled notes in blue ink are read more frequently than the typewritten text. Use the blue ink to circle the one statement that you want to be read most frequently.

h. Easily and quickly understood. Simple words... simple sentences. No jargon. Have three friends (or three potential recruits) who understand nothing about your program to read your letter before it is final... if they don't understand what the product is... you haven't explained it in the customer's terms.

i. One major appeal per letter. Don't confuse the customer with too many options.

j. The end of the page is a decision point where the reader decides whether to read on. Never end a sentence or paragraph at the bottom of a page. Construct the sentence to encourage the person to continue on to the next page. If you use both sides of the paper, write over at the bottom of page.

k. Concise... no fluff... but don't be afraid of "long". Private sector mailers have found three or four page letters most successful.

l. Be believable. Give proof. Use numbers and statistics. Use peer quotes. Use names. Be specific in documenting your claims and promises.

m. Give a reason to respond immediately. Ask for action.

n. Counter point by point every possible reader objection.

o. Think of yourself as writing one person and the reader getting a letter from a friend.

p. P.S. -- Always a P.S. High, high readership.

5. The response card:

   a. Key your card so you know what mailing generated the response. Repeat mailings with largest response rate.

   b. Name, address, phone number. And one vital market research question.

   c. Tell people what they can expect when they return the card. A phone call? An informational mailing? A personal visit?

   d. Use the card to simply restate the offer and prime benefit. It is also a place to sell and tell your message. It may be the only piece read in the mail package. It may lead the reader to read the letter.

6. Testing your mailing:

   a. Consider yourself in a continual testing process. Find ways to measure and compare responses on various mailings. Do more of what works. Do less of what doesn't.

   b. Small mailing from larger list... two different packages to alternating names on the list. Measure response. Conduct full list mailing based on what was more effective. Be careful not to test too many different elements at one time. Sometimes it's only one element that makes the difference. Too many items being tested simultaneously will not permit you to know what made the difference.

   c. Test your package in your "customer focus groups".

7. Mail your successful package to the same list more than one time:

   a. Almost no one buys the first time.

   b. Ask yourself: Was it a bad list? Or was it a poor mailing package. Change lists or change mailing contents, approaches, and benefit streams.

   c. When you hit paydirt, keep on digging: Mail the same package to the same list when the initial response rate has been high; continue mailing until response rate significantly declines.

8. Use your mailing in conjunction with other promotion.

   a. Direct mail can be part of a broader campaign. With media. With publicity. With a special event. With a meeting. Tie it in.

9. Use direct mail to qualify potential customers.

   a. Those returning response cards have designated themselves as bona fide potential customers. They have narrowed the field for you... to a small enough universe that you can now do a follow-up only where it will be most likely to result in a sale.

   b. Requiring the potential customer to put a stamp on the return card can further qualify the potential customer and lead to only the most serious responses... and cut your costs.

10. Follow-up -- Follow-up -- Follow-up.

   a. A telephone call on the day the response card is received.

   b. Have a script. Encourage a face to face meeting - their place or yours. If they say no... ask why not: use their response as marketing data for planning other marketing strategies.

   c. Send a postcard to those who responded (but did not buy) two months later... prospect your previous leads.

Center for Community Futures

RECRUITMENT:

V. OTHER MEDIA

3032 Claremont Ave. • Berkeley CA 94705 • (415) 654-9038
Mailing address: PO Box 5309 • Elmwood Station • Berkeley CA 94705

CHECKLIST for Media Market Research

- Make a list of all area media, including:

    * General circulation newspapers.
    * Specialty newspapers - neighborhood newspapers ("Shoppers World", "Penny Saver").
    * Radio Stations.
    * Television Stations.
    * City/State Magazines.

- Target Media that is most likely to reach your priority market for special attention. (You can usually get demographic readership information from the advertising department.) Ask your customers what they read.

- Contact target media and find out the name of the person who is responsible for feature stories, local news, etc.

- Send the identified reporters a "background package" on your program and inform them that you will be sending them releases and news on your program.

- Follow-up, by telephone, those that received a background package: confirm that they are the right persons to receive the information; ask if they have questions or particular areas of interest; find out when the deadline for publication is and specifics on desired format for submissions.

- Prepare two sets of mailing labels:

    * One for each target media contact person for general releases.

    * One that includes the name of your program, your contact person, and each general topic of expertise. Mail these to contact persons for inclusion in their list of news sources -- you will be able to serve as an interview for stories not directly related to your program, but that will provide you with publicity.

DON'T FORGET:

Publicity is but one aspect of MARKETING. It serves as a backdrop for your other marketing efforts.

CHECKLIST for Working With the Media for Publicity

- Make your News Releases NEWS. Find the right angle. Find a catchy lead. Names are always of interest to newspapers because it increases their relationship to their readers - for example, lists of training program graduates. Use quotes from those in the program -- proven success, peer to peer credibility. Provide photo opportunities -- stories with pictures increase readership by 53%.

- Write your news releases so that they are easy to use. The easier it is to use, the more likely it will be used. Write as news reporters write -- most important information in the first paragraph, least important information in the last paragraph.

- Follow their rules and meet their deadlines. People like people that meet their requirements.

- Host media events:

    * A seminar on job search issues with speakers.
    * An open house with a sample training session.
    * A graduation ceremony for those completing training.
    * A ribbon cutting ceremony for a new location.

- Don't forget the business pages -- this helps with placement, as well.

- Stay in touch. Frequency of contact (by telephone and through releases) increases likelihood of your stories being included. Market to the reporter -- he/she makes the decision. More short releases are better than fewer longer releases.

- Use the Op-Ed pages and Letters to the Editor. Most newspapers are desperate for local copy rather than relying on canned copy from the wire services. Have successful program participants write letters to the editor complimenting your program and what it has done for them.

CHECKLIST for Working With the Electronic Media

- Television requires a visual opportunity and releases should state what those opportunities are.

- Don't forget cable television. Many local systems have local access channels and provide technical assistance to those wishing to produce a local show. Use videotext on the local announcement channel; change the copy frequently.

- Radio and television talk shows are an opportunity. Make a list of all such local programs (again, target those most likely to have listeners/viewers from your target market) and contact them by letter noting your availability to appear. Listen to the show and decide what are the types of guests and content and tailor your letter to include that emphasis. When appearing, try to make sure that your bring successful program participants to appear with you. Decide which issues and benefits you will stress in your appearance and work them into your responses.

RECRUITING BY RADIO:
Making Radio Advertising Work

FIRST: Request Advertiser's Package from Area Radio Stations (not only rates, but demographic information on listeners and peak times. Who else advertises on the station? Are products for your target market highlighted? What radio stations do your current program participants listen to?)

TARGET THE RADIO STATIONS THAT ARE THE RADIO STATIONS OF CHOICE FOR YOUR TARGET MARKET.

THEN: Decide if you will seek public service announcements and/or paid advertisements:

Paid Advertisements

PLUSES:
* Control timing of advertisement.
* Control length of advertisement
* Assure that it will be aired.
* Choose station that will play advertisement.

MINUSES:
* Direct cost; loss of marketing dollars that could be spent on other recruitment media.

Public Service Announcements

PLUSES:
* Free time.

MINUSES:
* No controls over timing, length, or whether it will be aired by station of choice.

Your target listener may be tuned in when other listening is low; if so, cheaper advertising rates are available. Public service announcements may also be more appropriate since they are played in non-peak hours.

You can use a mix -- some paid advertisements (radio spots) and some public service announcements. You can try public service announcements as a first strategy to see if paid advertisements are necessary and to test the response of the market to this media.

NEED HELP IN DESIGNING YOUR RADIO ANNOUNCEMENT?

* ASK THE RADIO STATION. Sometimes provided as a service for paid advertising. (Donated for public service announcements.)

* ASK YOUR LOCAL COLLEGE JOURNALISM DEPARTMENT. A field project.

TEN POINTS TO CONSIDER IN DESIGNING YOUR RADIO ADVERTISEMENTS

1. Write for the ear. Write conversationally, as if you were talking to one person.

2. Capture and excite the listener's imagination. There will be competition for the listener's attention, so you must command it.

3. Stick to one strong idea. Concentrate on one persuasive point. Too many messages confuse. Choose one benefit, one opportunity. Target the one major idea to your target market.

4. Single out your prospect. The opening line must say, "This announcement is for you..." with the "you" being your target market.

5. Set the mood for your product. Speed of delivery, tone of voice, music, etc., all set the mood. The mood should be one that conveys this product is for you. (Have you considered using successful trainees as announcers, to capitalize on the peer to peer selling principle?)

6. Remember the CATCHY PHRASE. It should be something that will be remembered -- repetition helps ensure memory.

7. Get attention fast. Listeners tune-in or tune-out in the first five to six seconds of a radio commercial.

8. Establish your brand name. Radio usage should be part of your broader marketing strategy and should be used to reinforce your total marketing effort.

9. Don't overwrite. Silence (a second or two) can help bring attention. Use easy to understand words, keep phrases and sentences short. Write in the present tense and active voice.

   READ IT ALOUD--SEEK FEEDBACK--USE FOCUS GROUPS--TEST RESPONSE

   Measure word count:

   10 seconds - 20 to 25 words
   20 seconds - 40 to 45 words
   30 seconds - 60 to 70 words
   60 seconds - 150 to 180 words

10. REQUEST SPECIFIC ACTION AT THE END OF THE ANNOUNCEMENT:

    Call... Come In... Write...

SO YOU ARE GOING TO BE INTERVIEWED

1. Know your interviewer. Ask them what they are going to ask... in most cases, when you look good, they look good.

2. Answer questions one at a time with short, clear, easily remembered answers.

3. Identify the two or three points that you are going to work in, one way or the other. Repeat your primary message in many ways over and over again.

4. Talk in the listener's/reader's terms. No jargon. No acronyms. No in-group or professional terms.

5. Always say where a person who wants more information can get it. Say it at least twice.

6. Practice with a co-worker/friend -- Mock interviews.

7. Appear confident, trustworthy, unnervous.

8. Be positive, tell the upbeat side of the story; be enthusiastic.

9. Be anecdotal. Make it personal. Talk about individuals who have had success in your program.

10. On T.V: Look at the camera more than the person who is interviewing you... your audience is TV-land, not the interviewer. Appearance should be safe and conservative. Solid-colored clothing. White reflects studio lights; light blue is best. Avoid lounging. Use light make-up. Arrange with TV station before hand to prepare a TV-screen overlay that shows name, address and phone number of your program.

Center for Community Futures

RECRUITMENT:

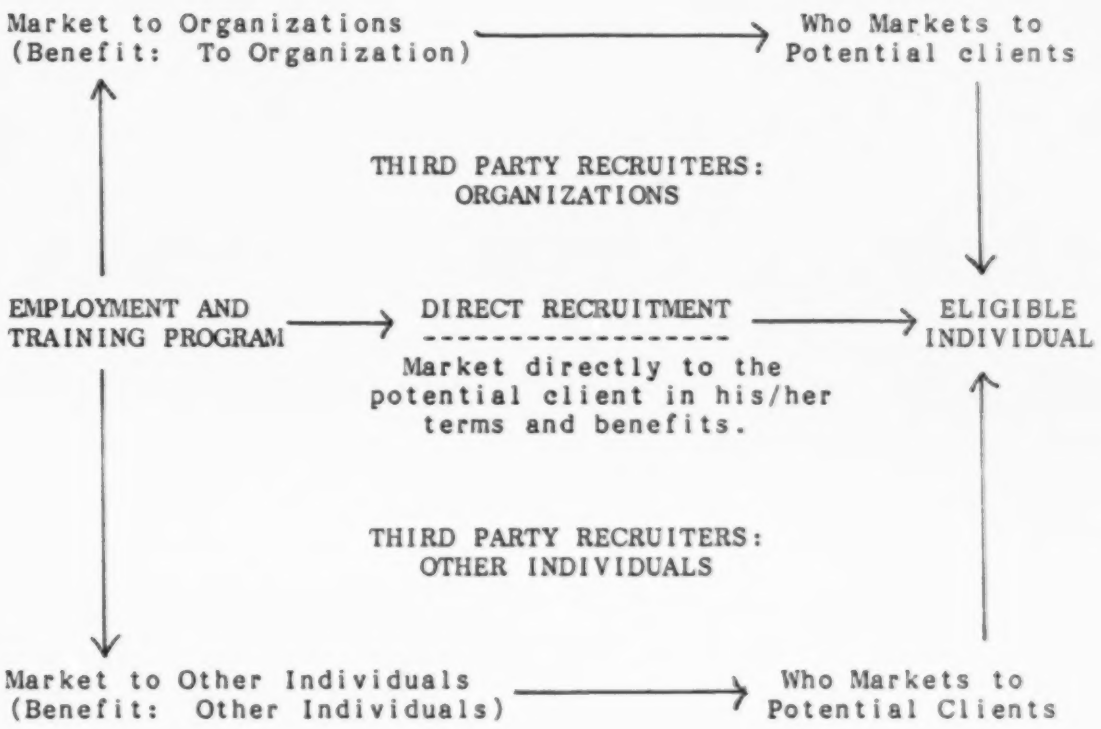
VI. THIRD-PARTY RECRUITERS

3032 Claremont Ave. • Berkeley CA 94705 • (415) 654-9036
Mailing address: PO Box 5309 • Elmwood Station • Berkeley CA 94705

THIRD-PARTY RECRUITERS

There are two primary recruitment marketing streams:

* Direct to the potential eligible client.
* Third-party recruiters -- Organizations or other individuals.



ONE OF THE 5 P'S OF MARKETING: PUBLICS

WHO IS THE BUYER?

The buying decision includes the following roles:

1. the INITIATOR.
2. the INFLUENTIALS.
3. the DECISION MAKER.
4. the PURCHASER.
5. the USER.

These roles can all be played by the same person or spread among many persons.

Why is it important?: Who do you direct your marketing effort to. What benefit you sell to whom.

In your program, choose one of your products.

PRODUCT_____

Complete this matrix on the "buyer" of your selected product:

BUYER ROLES	WHO ARE THE POSSIBILITIES FOR YOUR PRODUCT
INITIATOR	
INFLUENTIALS	
DECISION MAKER	
PURCHASER	
USER	

Marketing Strategy Implications:

SIX WAYS TO INCREASE YOUR RECRUITS THROUGH SERVICING YOUR THIRD-PARTY RECRUITERS

Third-party recruiters can be thought of as your sales-persons.

Referrals are something we all talk abou as if they just happen. They don't.

If you have few or no referrals, a few simple tactics can increase them dramatically:

1. PROVIDE YOUR SALES TEAM THE TOOLS TO DO THE JOB:

   * All sales teams need training in what the product is and the benefits they should stress with the customer. (When was the last time you had a formal meeting with other agencies as a group or in individual meetings to explain your program and the benefits?)

   * Do they have your sales literature? Have you mailed them more recently? Do they know how to support the information in the written material with additional information and how to answer questions? Have you considered a "how to use our materials effectively" checklist when you send the marketing materials?

   * Do you remind them frequently of your programs and of new programs? Remember, it is probable that making referrals to you is not the most important part of their job.

2. TARGET THE BEST SALESPERSON FOR YOUR TARGET AUDIENCE

   * You cannot possibly service all possible salespersons (i.e., all social service agencies), so choose those that most frequently see the persons that are eligible and desirable for your programs and spend lots of time with the chosen few. (Have you ever thought about surveying your current customers to see which agencies they have used in the past? -- Choose those agencies!)

3. COMMUNICATE WITH THE SALESPERSON DIRECTLY -- NOT THE AGENCY:

   * Executive Directors are nice persons to talk to... but they don't make the referrals. Talk to the people who do.

4. MAKE IT EASY FOR THE SALESPERSON TO COMMUNICATE WITH YOU

   * Easy referral forms. Referrals by phone. An actual name of someone to contact at your office.

5. REWARD THE SALESPERSONS WHO MAKE THE SALES

* If possible and desirable, give them a recruitment contract.

* At least give them a written thank you note. A postcard will do.

* Let them know you received their referral -- and what happened. (There is nothing more frustrating than sending clients to an organization without knowing that your effort has meant something... if you don't hear anything, you just stop!)

* Publicize and recognize their efforts:

  Write a letter to their Executive Director and praise their efforts -- send them a copy, too.

  Write a letter to the editor.

  Have annual banquets: "Employer of the Year"... why not "Recruiter of the Year"?

  Take them to lunch.

6. DEVELOP REFERRAL PARTNERSHIPS:

* Working relationships are key to referrals. It seems that agencies who refer tend to be the ones who refer to each other. It is possible that the more you refer clients to an agency, the more that agency will refer to you.

7. SPONSOR A CONTEST FOR YOUR SALESPERSONS:

* Seek private sector donations for office and personal items. Who ever makes the most eligible referrals in one year wins the prize. (Sound corny? Embarrassed? Did you ever collect Green Stamps or join a Frequent Flyer Program? Yes?)

Center for Community Futures

RECRUITMENT:

VII. RECRUITMENT TIPS

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A LAUNDRY LIST OF "WHERE'S" FOR RECRUITMENT MARKETING

_____ Libraries

_____ Grocery Stores

_____ Other Stores

_____ Laundromats

_____ Beauty and Barber Shops

_____ Shopping Centers

_____ Churches

_____ Community Bulletin Boards

_____ Human Services Agencies

_____ Doctor and Dentist Offices

_____ Private Sector Employment Agencies

_____ Housing Projects

_____ Cars and Taxis

_____ Human Service Agency Vehicles

_____ Specialty Newspapers

_____ Organizational Newsletters

_____ Congressional Newsletters

_____ Billboards in Neighborhoods

_____ Buses and Subways

_____ Bus Benches

_____ Fast Food Restaurants

_____ Others: Ask your target customers the places they go during a typical week -- recruit and market there!

TWO "WHERE" TIPS:

1. Who dictates where: Where does your target market congregate?

2. Publicize where people are bored or have waiting time. People will read anything to pass the time when they are bored.

A CHECKLIST OF MARKETING MATERIALS -- How Many Do You Have?

_____ General Brochures

_____ Specific Brochures for Specific Markets/Products

_____ Newsletters

_____ Business Cards

_____ Letterhead

_____ Posters

_____ Premiums and Giveaways (targeted for target markets)

_____ Annual Report

_____ Name Badges

_____ Media Packages on Your Program

_____ Slide Shows

_____ Standardized Speeches

_____ List of Satisfied Customer Quotes

_____ Awards and Certificates

_____ Informational Meetings/Seminars

_____ Proclamations

_____ Tent Cards and Placemats for Restaurants

_____ Literature Displays

_____ Bumper Stickers

ELEVEN RECRUITMENT IDEAS

1. Who is responsible for recruitment? Everyone? There must be one individual who has recruitment as their specific responsbility to initiate and coordinate the effort. This person needs the cooperation of others to make it work -- and the power (directly or indirectly) to make it work!

2. Insert your brochures in the mailings of other organizations or companies. (Think carefully before you include in a billing or a negative client letter -- can cause "guilt by association".)

3. Make sure your system will be able to respond to the hoped for flood of recruits after a major recruitment marketing initiative. There is nothing worse than getting them to the door and not being able to get them in the door. Increase intake capacity in conjunction with major recruitment initiatives.

4. Whenever a successful client has found a job and says to you, "How can I ever repay you..." Immediately answer, "There are three things you can do:

   1. Find another person just like you to come to the program... or give us their name.
   2. Write a letter to the editor.
   3. Give us a quote to use in our next brochure!"

5. Always ask every person who comes through your door: "How did you hear about our program?" Do more of what's working... and less of what isn't. In marketing terms, "when you hit pay dirt, just keep on digging".

6. Don't knock door-to-door knocking. Choose target neighborhoods that have high numbers of eligible clients and sell it face to face.

7. Require training contractors to do the recruitment for their training programs. It is a valid contract requirement.

8. Outstationing in other locations for recruitment can be effective. Go to where the customers are -- they may not come to you.

9. Recruitment needs a budget. There should be specific dollars set-aside for recruitment initiatives, so that strategies can be planned within the budget in a comprehensive manner. It can be low, but at least you should know what you have to spend so that you can maximize return by spending strategically.

10. Do you have a Recruitment Marketing Committee? They may have valuable ideas and be able to tap resources for your use. (Include participants, private sector representatives, and other agencies on your committee.)

11. When unemployment goes down, effort and money needs to be shifted from marketing-to-employers to marketing-for-clients.

FIVE MORE RECRUITMENT IDEAS

1. Volunteer programs are another opportunity for recruitment efforts. Consider volunteers for these recruitment jobs:

   a. Developing marketing materials.
   b. Distributing marketing materials.
   c. Serving as speakers.
   d. Becoming counselors
   e. Contacting the media.
   f. Telemarketing.
   g. Direct mail stuffing.
   h. Others: if it needs to be done, a volunteer can do it.

   In direct recruitment by volunteers, (i.e., face to face contact) attempt to recruit peers of those who are your target customers. We tend to give credibility to the sales pitch, if the person who is selling the product is seen as our peer.

2. When you recruit by making speeches or presenting the program at a club meeting, remember that most people are bored to death by speeches... and, usually, see it as something that they must suffer through -- and are not really listening. Make your presentations entertaining! People will hear more when it's fun! Use audiovisuals. Use games, exercises, self-assessment questionnaires. Use more than one person in the presentation. Use demonstrations. Never just make a presentation -- entertain for action.

3. Five ways to use churches for recruitment:

   1. Hold a briefing on your program for the clergy. (Again, targeting the churches to be given special attention, by the degree of target group participation in the congregation.)

   2. Send announcements for inclusion in church newsletters and bulletins -- and posting on bulletin boards.

   3. Use church-related clubs as recruitment opportunities by presenting programs.

   4. Use church-related social service programs as third-party recruiters.

   5. Work through the Council of Churches and other such network organizations.

4. Lotteries are a possibility. Each person referring an eligible client gets a "chance on the raffle" and/or each person signing up gets a "chance on the raffle".

5. Publicize your graduation ceremonies for your trainees completing their classroom training. Make sure the paper lists the names of graduates. The first thing we do when we see a list of names is to look for who we know.

SIX MORE RECRUITMENT IDEAS

1. Have an open house... but have a special event that will make people want to come. Invitations make it seem special... and valuable, since not everyone is invited. Provide a premium. Have door prizes.

2. Give a free "find-a-job" seminar. Sales by seminar is a growth industry.

3. Repackage your course descriptions as a JOB CATALOG. Let them browse through the career opportunities that you can make available... copies in your waiting room.

4. When you use posters, don't forget that many people will be interested, but not able to collect the vital information for later action because they will not have a pencil to write down the phone number. If you have an easy to remember telephone number, that will help. But even better is a tear off coupon with phone number, name, and key benefit. It will serve as a reminder for action later... with the specific information that will make contacting you easy.

5. Speaking of coupons, coupons are a wonderful way to communicate value. How about these ideas? --

    a. "A coupon that can be redeemed for up to $$$ in training, if you are eligible..."

    b. "One free career counseling visit... when you return this coupon..."

    c. "Return this coupon for a list of jobs that are now available...."

    Coupons also have two other purposes: 1) you can key the coupons so that you can measure which advertising media is having the greatest response; and 2) you will be able to "qualify" the customer, i.e., those who return the coupons are likely to be prime prospects for recruitment, since they have had to take an action to express interest. (By the way, most people clip coupons -- and, more importantly, save them!)

6. Don't forget the potential for recruitment in linkages with volunteer programs. People volunteer for different reasons. Some of the reasons have very much to do with finding employment. One of the ways to view volunteering is exposure to new job options, and building skills in the volunteer position. Many people seek volunteer work because they do not have confidence in their abilities, or do not believe that persons will value what they do through a paycheck (e.g., displaced homemakers). Try contacting the volunteers through centralized volunteer clearinghouses, particularly with those that use low income volunteers.

SEVEN MORE RECRUITMENT IDEAS

1. Contact private employment agencies and/or employers. Ask to have contact, either by mail or by referral, to rejected applicants for jobs.

2. The decision to contact the program and to inquire about participation is based on an uneven desire -- sometimes we will want this opportunity more than others. We may be most anxious about our financial situation in the evening -- and therefore, most interest in employment and training at that time -- and feel no need for it the next morning. We may feel more anxiety and need for employment at the end of the month when benefit checks are almost gone than the first of the month when we have a new check. Think about your customer and promote your program at the time when the customer will most want it... when he/she is motivated... because they may not have the urge to take the risk when you are ready.

3. Use union halls to find dislocated workers.

4. Think about street banners. (A recruitment block party?)

5. Keep a contact sheet that records who, what, date, time and how they found out about you to measure response and develop further marketing strategies.

6. Advertise specific jobs: People respond better to this than to general training.

7. Never use script or italic types... they are very hard to read.

ADD SIX MORE OF YOUR OWN:

1.

2.

3.

4.

5.

6.

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RECRUITMENT:

VIII. MORE PUBLICATIONS AND SEMINARS FROM THE CENTER FOR COMMUNITY FUTURES

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CENTER FOR COMMUNITY FUTURES

The Center for Community Futures is a national nonprofit training and technical assistance organization that provides consulting services to public agencies and nonprofit organizations. We help employment and training programs achieve their mission and more effectively accomplish their program objectives.

The Center helps employment and training agencies forge a future from uncertainty by providing them with the knowledge and tools they need to:

* Understand megatrends and the future.
* Recognize, create, and seize opportunities.
* Identify and implement new program approaches.
* Use technology to improve the effectiveness and efficiency of their operations.
* Manage change in the real world.

The Center is an association of creative professionals who have a wide range of technical expertise in organization development, strategic planning, board management, program administration, fiscal operations, information systems, policy analysis, and using personal computers.

The Center is a 1982 spinoff from the prestigious Institute for Local Self-Government. The Institute was founded in 1955 as the research and training arm of the County Supervisors Association of California, and the League of California Cities.

The following workshops, publications, and other products and services (pp. 55-57) are a sampling of those provided by the Center that are directly relevant to employment and training.

The complete Corporate Capability Statement of the Center for Community Futures is available by writing the Center or by calling 415/654-9036.

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CENTER CONSULTANT RESOURCES

Greg Newton, Senior Associate. Mr. Newton has assisted public and nonprofit agencies across the country on the national, state, and local levels. Because of his expertise on the subject of employment and training programs and older workers, he has planned and delivered hundreds of speeches, workshops, and on-site consultations. He holds a Masters in Public Administration from Harvard University and is the author of this publication.

Alan Zuckerman, Senior Associate. Mr. Zuckerman is an expert on employment and training programs with more than twenty years experience. He has worked for the U.S. Department of Labor, Opportunities Industrialization Centers of America, the Center for Social Policy at Temple University, and the Center for the Study of the Unemployed at New York University. He has provided training and technical assistance to state, county, and city governments, nonprofit organizations and private industry in planning, program development, and services to the unemployed. He has also written policy papers for the National Governors' Associaton, National Commission for Employment Policy, and the National Youth Employment Coalition. He earned a Masters in Business Administration from the Columbia Graduate School of Business.

James I. Masters, Director of the Center. Mr. Masters has twenty years experience as a hands-on operator of public and private programs at the federal, state, and local levels. He is an expert at administering and providing training and technical assistance.

Other Senior Associates of the Center include:

Marilyn E. Blair	John Johnston
Dr. Ray Cloutier	Larry Lillis
Cheryl Cromwell	Ed Schoenberger
Scott Forsythe	Wayne Thomas
Phillip Gillispie	John Wandless
Kathy Humphrey	Donald Will

The Center maintains offices in Boston, Washington, D.C., and Kansas City. The main office is in Berkeley, California.

For more information call James Masters in Berkeley at 415/654-9036, or Greg Newton in Boston at 617/426-5533.

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SEMINARS FOR EMPLOYMENT AND TRAINING PROGRAM MANAGERS
THAT ARE NOW AVAILABLE

A. The MARKETING YOUR EMPLOYMENT AND TRAINING PROGRAM Training Series

This series provides managers with the practical how-to's and nuts and bolts for improving their performance through the use of private sector marketing concepts and strategies. The four day-long seminars can be provided together or individually. Each seminar participant receives an information filled workbook for use during the session, and for the future when they return home.

* Marketing Magic for Employment and Training Programs... Many Markets, Many Products, Many Opportunities.

* Recruitment!... Finding Customers for Employment and Training Programs.

* Placement!... Selling to Businesses.

* A Brochure Clinic... Marketing Materials that Work.

B. SKILLS FOR EXECUTIVES AND SENIOR MANAGERS

Each of these half-day or full-day seminars provide employment and training leadership staff with the important skills that are needed to develop excellent and performance driven organizations. These workshops not only provide the essentials of current management theory, but apply them to the day-to-day situations of employment and training agencies and the unique operational concerns of administrators.

* Entrepreneurial Thinking: Learning to Exploit Opportunities.

* Competitive Advantage: Meeting the Challenge by the Nonprofit, Public, and Private Sector in Employment and Training Programs.

* Strategic Positioning: Putting Your Agency in the Right Place through Real Planning.

* Negotiating Contracts and Improving Your Negotiation Style.

* Planning for the Future: Riding the Megatrends to Success.

* How to Introduce Change in Your Organization -- And Get Your People to Support It!

* How to Make More Time and Get More Done.

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C. IMPROVED PERFORMANCE WITH TARGET GROUPS

Special tactics and special efforts are necessary to reach all of those who you want to serve in employment and training programs. These seminars will show you how.

* Women and Employment and Training Programs.

* Older Worker Programs Can Work.

* Meeting the Requirement for Youth Participation.

* JTPA Title III: Dislocated Workers -- Designing Programs.

D. BUILDING THE LINKAGES THAT WORK

Coordination and cooperation with other organizations is a desirable goal... but often it is just pretty words on a piece of paper. These seminars approach this issue with the realization that the self-interest of both organizations must come together for them to work together.

* Untapped Potential -- Voc Ed and JTPA Partnerships.

* Jobs are an Important Part of Economic Development.

* Working with the Aging Network for Older Worker Program Success.

E. COMPUTERS FOR EMPLOYMENT AND TRAINING PROGRAMS

Some of us use computers... and some don't. But every employment and training program can use computers better to improve their efficiency and develop strategic marketing information. The CENTER FOR COMMUNITY FUTURES offers the sessions that will help evry program -- no matter where they are on the computer usage progression.

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* Choosing Software for Employment and Training Programs.

* New Uses for Computers in Employment and Training Programs.

* Developing Computer Networks -- Going On-Line!

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F. EVEN BETTER PRIVATE INDUSTRY COUNCILS

Make sure that your Private Industry Council is everything that it can be.

* Making Meetings Matter.

* Working with Your Private Industry Council.

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Center for Community Futures

(Date)_____

TO: Jim Masters
CENTER FOR COMMUNITY FUTURES (415) 654-9036
Box 5309, Elmwood Station (800) 843-2687
Berkeley, California 94705

FROM: _____
(Name) (Phone #)

_____
(Agency Name)

_____
(Street Address) (City) (State) (Zip)

SUBJECT: **PLEASE SEND ME THE PUBLICATIONS I HAVE CHECKED OFF:**

1. _____ **RECRUITMENT! Finding Customers for Employment and Training Programs.** How to find, reach, and recruit the people you need. By Greg Newton. $44.

2. _____ **The ABC's of the Job Training Partnership Act.** JTPA Guide # 1. Comprehensive overview of structure and functions; index to federal regulations. (76 pp.) By David Knuti. Edited by Alan Zuckerman. $35.

3. _____ **Programs and Activities Under JTPA.** JTPA Guide # 2. What is possible under JTPA. Plus--six model programs. (131 pp.) By David Knuti, Greg Newton. Edited by Alan Zuckerman. $45.

4. _____ **Community Based Organizations and JTPA.** JTPA Guide # 3. Step-by-step techniques for getting JTPA funds. (111 pp.) By David Knuti, Greg Newton. Edited by Alan Zuckerman. $45.

5. _____ **Developing Local Public-Private Solutions for California's Employment Problems.** JTPA Guide # 4. 6 case studies. (154 pp.) By Kathy Humphrey, Mitchell Schwarzer. $35.

6. _____ **County Elected Officials and JTPA. The Rationale and Strategy for Partnership with Community Based Organizations.** JTPA Guide # 5. Use this to help deal with your County. Prepared jointly by the National Association of Counties and Greg Newton. $5.

7. _____ **NexUS.** Take a run at getting JTPA funds. Process techniques and examples. A Unique Simulation Trainer's Manual. By Phil Gillispie. $29.

8. _____ **Integrating Employment and Welfare Programs.** The

(over)

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Local Approach to Welfare Reform, Cost Savings, and Better Client Services. Workfare Series. (165 pp.) By Kathy Humphrey. $44.

8. _____ **Integrating Employment and Welfare Programs: Determining Its Cost Effectiveness.** Workfare Series. (39 pp.) By Jack Osman $14.

B. OTHER PUBLICATIONS FOR EMPLOYMENT PROGRAM MANAGEMENT.

1. _____ **Profit Making for Nonprofits.** The definitive "how to" workbook. From A to Z. Models. The ten most common mistakes. Much more! by Greg Newton. $75.

2. _____ **Using Personal Computers in Nonprofit Agencies** Newsletter. Twelve issues. Marilyn Blair, Alan Acacia, Editors. $44.

3. _____ **The Cost Allocation, Indirect Cost Workbook** How to establish and protect your administrative cost structure, and generate extra revenue. Examples, checklists, worksheets. By Wayne Thomas. $49.

4. _____ **Executive Oversight System** Technical manual enables you to answer crucial questions: What are we supposed to do? Have we done it? Can we prove it? Excellent formats for use in making a presentation to your board. By Wayne Thomas. $29.

5. _____ **Monitoring for Change** How to get subcontractors to correct problems. A proven step-by-step system that guarantees results. By Wayne Thomas. $39.

6. _____ **Computer Networks for Employment and Training Programs.** Workbook. By Greg Newton, Jim Masters, and Alan Zuckerman. $10.

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